



Y5 Spring Term Curriculum Overview



English

Subject skills:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.
- Checking that the book makes sense to them, discussing their understanding and exploring the purpose and audience of the text.
- Retrieve, record and present information from fiction and non-fiction.
- Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence and provide reasoned justifications for their views.
- Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.
- Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.
- Write for a range of purposes and audiences using the correct features.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Write using the correct level of formality e.g. Standard English.

Subject knowledge:

Texts: *various non-fiction texts*

- The history, purpose and features of a circus.
- The reasons for the controversy surrounding circuses.
- How to debate successfully using spoken language skills.
- The key features of argument writing.
- The key features of persuasive writing.
- How to use persuasive devices effectively in advertising.

Maths

Subject skills:

Number - multiplication and division

Subject knowledge:

Number - multiplication and division

- Know known facts to multiply and divide mentally.

- Multiply and divide numbers mentally drawing upon known facts.
- Multiply numbers up to 4-digits by a one or two-digit number using a formal written method, including long multiplication for 2-digit numbers.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Solve problems involving addition and subtraction and multiplication and division and a combination of these, including understanding the use of the equal's sign.

Number - Fractions

- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths,
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Number - decimals and percentages

- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to two decimal places.
- Solve problems with numbers up to three decimal places.
- Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per 100' and write percentages as a fraction with a denominator of 100 and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fraction with a denominator of a multiple of 10 or 25.

- Know strategies to multiply numbers up to 4-digits by a one or two-digit number.
- Know strategies to divide numbers up to 4-digits by one digit.
- Know how to interpret remainders.
- Know strategies to solve problems involving addition, subtraction, multiplication and division.

Number - Fractions

- Know strategies to order and compare fractions whose denominator are multiples of the same number.
- Know strategies for finding equivalent fractions.
- Know how to convert between mixed numbers and improper fractions and vice versa,
- Know strategies to add and subtract fractions.

Number - decimals and percentages

- Know how to order numbers with up to three decimal places.
- Know how to round decimals.
- Know strategies to solve problems with numbers up to three decimal places.
- Know that percent means parts per 100.
- Know how to write percentages as a fraction with a denominator of 100 and as a decimal.
- Know strategies to solve problems involving percentage and decimal equivalents.
- Know the decimal and percentage equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.

Science

Subject skills:

Properties and changes of materials

Subject knowledge:

Properties and changes of materials

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary using test results to make predictions to set up further comparative and fair tests.
- With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences.
- With increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.
- Explore and talk about their ideas, raising different kinds of scientific questions.
- Ask their own questions about scientific phenomena.
- Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.
- Make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.
- Plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Choose the most appropriate equipment to make measurements and explain how to use it accurately.
- Take measurements using a range of scientific equipment with increasing accuracy and precision.
- Make careful and focused observations.
- Know the importance of taking repeat readings and take repeat readings where appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Independently group, classify and describe living things and materials.

- Properties of everyday materials including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- How mixtures might be separated, including through filtering, sieving and evaporating.
- The particular uses of everyday materials, including metals, wood and plastic.
- Know that dissolving, mixing and changes of state are reversible changes.
- Know that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Notice patterns.
- Draw conclusions based in their data and observations.
- Use their scientific knowledge and understanding to explain their findings.
- Read, spell and pronounce scientific vocabulary correctly.
- Look for different causal relationships in their data.
- Independently report and present their conclusions to others in oral and written forms.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Use primary and secondary sources of evidence to justify ideas.
- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.

Art

Subject skills:

- Use HB, 2B and 4B to create light and dark tones.
- Make a 'view finder' and use it to make a sketch of a section of a surface.
- Shade 'mid-tone', joining areas of dark and light tone.
- Turn a 2-D shape into a 3-D object.
- Use perspective in a landscape drawing.
- Use a single vanishing point to draw a cuboid.
- Evaluate finished pieces.
- Use tools and equipment with accuracy when manipulating clay.
- Organise setting up and clearing away of work station.

Subject knowledge:

- Understand the term, 'still life' and know that a still life painting usually features objects that are not alive.
- Figurative painting usually features figures (humans and animals).
- Understand the term, 'naïve art' and characteristics of the genre.
- Know some of the work and style of Oliver Jeffers, Henri Rousseau, Richard Dadd.
- The artwork of Cumbrian artist Susan Lincoln and identify the key visual trademarks she uses in her artwork to represent real world objects.
- The correct consistency of clay.

Computing

<p>Subject skills:</p> <p>E-Safety</p> <ul style="list-style-type: none"> ● Be able to report digital abuse and cyberbullying/abuse (CEOP). ● Assess the validity of information sources on the internet. ● Create a colourful text using Google Slides. ● Format text and images for an audience. ● Share work with peers using the Google drive. ● Submit work via the Google classroom. <p>Programming</p> <ul style="list-style-type: none"> ● Manage user inputs (questions). ● Use a conditional statement to compare answers. ● Store information in variables. ● Use loops and conditional loops. ● Use movement blocks. ● Create images (sprites) and costumes for sprites. ● Add sound effects and music to scratch projects. 	<p>Subject knowledge:</p> <p>E-safety</p> <ul style="list-style-type: none"> ● Personal and private information. ● Safe searching practices. ● Cyber bullying and reporting. <p>Programming</p> <ul style="list-style-type: none"> ● Programming in Scratch. ● Programming concepts. ● Conditional Statements. ● Algorithms.
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Design Technology – Pop-Up Cards

<p>Subject skills:</p> <ul style="list-style-type: none"> ● Able to recognise what has been done well and how to improve. ● Recognise and be aware of safety hazards in a workshop. ● Draw and label design ideas. ● Prepare and use correct tools and equipment. ● Research and develop a design idea. ● Measure and mark accurately. ● Use a ruler correctly and with accuracy. ● Use scissors to cut accurately. ● Practise and develop their skills using compasses and scissors. ● Understand how to follow a work plan. ● Develop their own ideas for designs. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● Work plans. ● The design processes. ● Paper engineering techniques. ● How to write a critical evaluation.
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Food Technology – Introduction to Food	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Select from and use a wide range of tools and equipment to perform practical tasks. ● Use knowledge of ingredients to adapt recipes. ● Prepare some simple recipes including healthy salads. ● Evaluate their ideas and products against their own design criteria. ● Using a knife safely. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● How to work safely and hygienically with food. ● The names of some basic equipment. ● A healthy diet using the Eatwell Guide.
Geography – What are the similarities and differences between the UK and Scandinavia?	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Locate Scandinavia’s countries and major cities on a world map. ● Interpret data from weather charts and satellite images. ● Use the synoptic code. ● Draw and interpret a climate graph. ● Locate places on an OS map using four figure grid references. ● Identify features of local area using OS symbols. ● Compare an atlas map with an OS map and an aerial photo. ● Identify features and land uses on a map and an aerial photo. ● Identify reasons for variation in climate. ● Compare ground-level photos with an OS map. ● Identify geographical features on OS maps at different scales and photos. ● Identify glacial features on a map and on photos to explain the impact of a valley glacier. ● Draw a cross-section to show a glacial feature. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● Countries of Scandinavia. ● Understand the difference between weather and climate. ● Weather and climate in Scandinavia. ● Similarities and differences in the physical geography of Sweden, Norway and Denmark. ● Cultures and traditions. ● Similarities and differences between the UK and Scandinavia.
History – Anglo Saxons and Northumbrian Kings	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Demonstrate understanding of past societies by describing a range of characteristic period features. ● Demonstrate knowledge by describing a range of significant individuals and events from the period studied. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● What was Britain like after Roman rule? ● Societal changes taking place after Roman Rule. ● Contrast and compare political maps of Britain, why do they change?

- Develop the ability to think chronologically by identifying the causes and impacts of historical events.
- Outline significant historical changes within the period studied.
- Develop the ability to ask effective questions about historical sources.
- Select, organise, and communicate information about the period through a variety of mediums and forms.

- Anglo Saxon invasion and settlement in relation to Vortigern
- Anglo Saxon daily life, the clothes they wore and their relationship with natural resources.
- How did forms of communication change?
- Religion and its impact on Britain.
- Consider whether legends truly deserve their reputation: Alfred the Great.

Modern Foreign Languages - En Classe

Subject skills:

- Understand and follow simple instructions.
- Pick out familiar words and phrases from sentences/spoken passages.
- Identify and understand cognates.
- Recognise the gender of nouns.
- Identify some familiar phonemes in French.
- Show understanding through repetition or joining in with conversations, songs, poems and rhymes.
- Use tone of voice, body language or other visual clues to aid understanding.
- Repeat simple words and phrases.
- Ask and answer questions to give basic information.
- Say some simple sentences from memory so that others can understand.
- Prepare and practise some simple sentences to present to an audience.
- Adapt familiar sentences/a model by changing a few words in written and spoken language.
- Read and pronounce familiar written words.
- Decode/predict some new words from the context of the sentence/text.
- Understand the main points from a short-written text/story.
- Use a bilingual dictionary (with guidance) and/or a vocabulary list to check the meaning of words,
- Begin using some connectives to extend sentences and make writing more interesting.

Subject knowledge:

- Name classroom items, different colours and simple shapes.
- Know simple classroom instructions.
- Easter-themed vocabulary.
- Basic conjugations of 'avoir'.

<ul style="list-style-type: none"> ● Check their spellings using vocabulary list or a dictionary (with support). ● Identify different phonemes in French. 	
Music – Folk Music	
<p>Subject skills:</p> <p>Performing</p> <ul style="list-style-type: none"> ● Use voices creatively. ● Explore folk music through performance. <p>Listening & Appraising</p> <ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● Explain how music makes you feel. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● History or Folk Music. (Celtic, Sea Shanty) ● Meaning and purpose of key Sea Shanties. ● How to listen and appreciate. ● Know different vocal techniques. ● How to peer and self-assess work effectively. ● DRSMITH (Dynamics, Rhythm, Structure, Melody, Instrumentation, Texture, Harmony).
PE	
<p>Subject skills:</p> <p>Tag Rugby</p> <ul style="list-style-type: none"> ● Pass the ball correctly using a back pass. ● Demonstrate a tag tackle in a game situation. ● Catch a pass from a team mate. ● Run with the ball in 2 hands. ● Play a small sided game abiding by the rules. <p>Basketball</p> <ul style="list-style-type: none"> ● Dribble the ball using both hands. ● Pass and receive the ball. ● Shoot a goal using correct technique. ● Play a small sided game. <p>Dance</p> <ul style="list-style-type: none"> ● Perform a dance warm up. ● Follow a short dance performance. ● Create their own dance performance. ● Show a range of dance skills in a performance. ● Evaluate others dance performances. <p>Badminton</p> <ul style="list-style-type: none"> ● Hold the racquet correctly. 	<p>Subject knowledge:</p> <p>Tag Rugby</p> <ul style="list-style-type: none"> ● When and how to pass the ball in tag rugby. ● Which direction you need to run to score a try. ● Rules of a small sided game and how to play. ● Work in attacking and defending situations. <p>Basketball</p> <ul style="list-style-type: none"> ● How to dribble the ball using a range of techniques. ● How to attack and defend in a game situation. ● How to play a small sided game abiding by the rules. <p>Dance</p> <ul style="list-style-type: none"> ● How to perform a range of dance warm ups. ● How to perform a dance to a piece of music. ● How to evaluate others' performances. <p>Badminton</p> <ul style="list-style-type: none"> ● How to play a short game, understanding rules and how to score a point.

<ul style="list-style-type: none"> ● Perform the ready position. ● Hold a short rally with a partner ● Practise a basic serve. ● Play a short game. 	
PSHE	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Appreciate the contributions made by different people in different jobs. ● Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. ● Place someone into the recovery position. ● Demonstrate how to get help in emergency situations. ● Describe the different roles food can play in people's lives. ● Explain how people can develop eating problems (disorders) relating to body image pressures. 	<p>Subject knowledge</p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> ● Their dream lifestyle. ● Jobs and careers. ● Steps in achieving their dream job. ● Dreams and goals from young people in other cultures. ● Charity fundraising. <p>Healthy Me</p> <ul style="list-style-type: none"> ● The effects of smoking. ● The effects of alcohol on the body. ● Emergency aid - what to do in an emergency. ● Body image - what is it? ● Relationships with food.
RE	
<p>Subject skills:</p> <p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> ● Make connections between Muslim beliefs studied and Muslim ways of living in our region. ● Make clear connections between Muslim beliefs and worship. ● Describe some ways in which Muslims perform Shahada. ● Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on zakat). ● Connect what Muslims do on Hajj to the Prophet Muhammad and explain what benefits Muslims get from rituals. ● Recall key Muslim beliefs about God, tawhid, the Prophet and the Qur'an, linking them to sources of authority. ● Make clear connections between Muslim beliefs and Ibadah. <p>Why is the Torah so important to Jewish people?</p> <ul style="list-style-type: none"> ● Identify and explain Jewish beliefs about God. 	<p>Subject knowledge:</p> <p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> ● Two of the main branches of Islam. ● Know how many Muslims there are in our region, the UK, and the world. ● The Five Pillars. ● The importance of Shahada. ● Know why Muslims and other people may think that commitment and generosity are important today. ● Know why Zakah is a good thing for Muslims. ● Difference between Zakah and Sadaqah. ● Know what happens on Hajj. ● Muslim beliefs about God, the Prophet and the Holy Qur'an. <p>Why is the Torah so important to Jewish people?</p> <ul style="list-style-type: none"> ● The diversity of the Jewish community. ● Jewish beliefs about God.

- Give examples of some texts that say what God is like and explain how Jewish people interpret them.
- Make clear connections between Jewish beliefs about the Torah and how they use and treat it.
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).
- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

- How a Sefer Torah (handwritten scroll) is produced, covered and treated and the reasons for this; how it is used each week in the synagogue and for the annual cycle of readings.
- Rosh Hashanah.
- Shabbat.
- Orthodox and Progressive Judaism.
- Similarities and differences between an Orthodox synagogue and a non-Orthodox synagogue.